



Health Grade 5 (Facing Obstacles and Embracing Opportunities) Understanding, Skills, and Confidences (USC)				
OUTCOMES	1 – Little Evidence With help, I understand parts of the simpler ideas and do a few of the simpler skills.	2 – Partial Evidence I understand the simpler ideas and can do the simpler skills. I am working on the more complex ideas and skills.	3 – Sufficient Evidence I understand the more complex ideas and can master the complex skills that are taught in class. I achieve the outcome.	4- Extensive Evidence I have a deep understanding of the complex ideas, and I can use the skills I have learned in situations that were not taught in class.
USC 5.1 I can analyze my eating practices.	• I can identify the serving size, calories AND nutritional values on food labels.	• I can explain the importance of reading and understanding food labels including serving size, calories OR nutritional values, for making healthy food choices.	• I can explain the importance of reading and understanding food labels including serving size, calories AND nutritional values, for making healthy food choices.	• I can compare the health benefits of processed versus non-processed foods, using food labels to support my argument.
	• I can record my food consumption for five days, including servings, time AND location.	• I can record AND draw conclusions from my food consumption for five days, including servings, time OR location.	• I can record AND draw conclusions from my food consumption for five days, including servings, time AND location.	• I can propose several changes I might make to my daily food consumption to influence healthy eating habits.
Comments				
USC 5.2 I can understand the responsibilities associated with the physical, social, spiritual, and emotional changes of	• I can recognize physical changes, primary OR secondary, that occur during puberty.	• I can describe primary OR secondary changes that occur during puberty.	• I can describe primary AND secondary changes that occur during puberty.	• I can compare the physical changes that occur during puberty in males and females, including menstruation and spermatogenesis.
	• I can recognize social, emotional OR spiritual changes that occur during puberty.	• I can describe social, emotional OR spiritual changes that occur during puberty.	• I can describe social, emotional AND spiritual changes that occur during puberty.	• I can propose strategies for managing the social, emotional AND spiritual changes that occur during puberty.



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puberty.	• I can identify personal responsibilities OR healthy practices associated with physical, social, spiritual OR emotional changes during puberty.	• I can describe personal responsibilities OR healthy practices associated with physical, social, spiritual OR emotional changes during puberty.	• I can describe personal responsibilities AND healthy practices associated with physical, social, spiritual AND emotional changes during puberty.	• I can propose the impact of a significant and trusted adult when managing the changes and responsibilities associated with puberty.
Comments				
USC 5.3 I can analyze how infectious diseases (including HIV and Hepatitis C) and non-infectious illnesses/diseases challenge holistic well-being.	• I can identify examples of infectious OR non-infectious, OR illness OR disease.	• I can give examples to show the differences between infectious AND non-infectious, OR illness AND disease.	• I can give examples to show the differences between infectious AND non-infectious, AND illness AND disease.	• I can compare examples of infectious and non-infectious, illness and disease.
	• I can recognize physical, mental, emotional OR spiritual affects of illness and disease on self, family OR community.	• I can explain the physical, mental, emotional OR spiritual affects of illness (including HIV OR Hepatitis C) and disease on self, family OR community.	• I can explain the physical, mental, emotional AND spiritual affects of illness and disease (including HIV and Hepatitis C) on self, family AND community.	• I can propose why some people get very sick (and even die) from certain illness and disease and others can appear quite healthy, or can be cured.
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USC 5.4 I can analyze the connections between personal identity and personal well-being, and establish strategies to develop and support a positive self-image.	• I can recognize examples of stereotyping, prejudice OR discrimination.	• I can represent, with examples , definitions of, stereotyping, prejudice OR discrimination.	• I can represent, with examples , definitions of stereotyping, prejudice AND discrimination.	• I can explain the impact of stereotyping, prejudice AND discrimination on self and others.
	• I can identify an understanding of self-image.	• I can explain how one's self-image is influenced by self OR others.	• I can explain how one's self-image is influenced by self AND others.	• I can propose how messages in the media may impact one's self-image.
	• I can recognize what one can think, say, OR do to develop/support a positive self-image in self OR others.	• I can describe what one can think, say, OR do to develop/support a positive self-image in self OR others.	• I can describe what one can think, say, AND do to develop/support a positive self-image in self AND others.	• I practise strategies for expressing feelings and supporting a positive self-image in myself AND others.
Comments				
USC 5.5 I can analyze the impact of violence and the cycle of abuse on my holistic well-being and the well-being of my family, and my community.	• I can identify A FEW of the different types of abuse, (physical, sexual, emotional, mental, spiritual OR economic).	• I can explain MOST of the different types of abuse, (physical, sexual, emotional, mental, spiritual OR economic).	• I can explain ALL of the different types of abuse, (physical, sexual, emotional, mental, spiritual AND economic).	• I can compare the different types of abuse (physical, sexual, emotional, mental, spiritual AND economic).
	• I can identify qualities of healthy relationships OR warning signals of unhealthy/abusive relationships.	• I can represent qualities of healthy relationships OR warning signals of unhealthy/abusive relationships.	• I can represent qualities of healthy relationships AND warning signals of unhealthy/abusive relationships.	I can form an opinion on why abuse is more common in some communities than in others.



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	• I can recognize possible short OR long term consequences (physical, mental, emotional OR spiritual) of violence/abuse on self OR others.	• I can propose possible short OR long term consequences (physical, mental, emotional OR spiritual) of violence/abuse on self OR others.	• I can propose possible short AND long term consequences (physical, mental, emotional AND spiritual) of violence/abuse on self AND others.	• I can explain the role of the “cycle of abuse” in unhealthy/abusive relationships, and propose how it might be stopped.
Comments				
USC 5.6 I can assess peer influence and demonstrate a readiness to prevent and/or avoid potentially dangerous situations involving peer pressure (including lying, substance use, and bullying).	• I can recognize examples of positive and negative peer pressure (internal, indirect OR direct).	• I can represent the influence of positive OR negative peer pressure (internal, indirect OR direct) on the decisions we make.	• I can represent the influence of positive AND negative peer pressure (internal, indirect AND direct) on the decisions we make.	• I can form an opinion on why the influence of peer pressure is so powerful, especially for adolescents AND how/why it changes as one gets older.
	• I can identify possible strategies to avoid OR reduce the risk of potentially dangerous/unhealthy/unsafe situations involving peer pressure, including lying, substance use OR bullying.	• I can represent possible strategies to avoid OR reduce the risk of potentially dangerous/unhealthy/unsafe situations involving peer pressure, including lying, substance use OR bullying.	• I can represent possible strategies to avoid AND reduce the risk of potentially dangerous/unhealthy/unsafe situations involving peer pressure, including lying, substance use AND bullying.	• I can assess the influence of my own thoughts, feelings AND actions on my peers.
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USC 5.7 I can assess the importance of regulating myself and taking responsibility for my actions.	• With help, I can show the skills and confidences to admit when I am wrong AND recognize ways to rectify mistakes or wrong doing.	• I can show the skills and confidences to admit when I am wrong AND recognize ways to rectify mistakes or wrong doing.	• I can show the skills and confidences to admit when I am wrong AND propose ways to rectify mistakes or wrong doing.	• I can compare the impact of “owning” and not “owning” personal thoughts, words AND actions.
	• I can recognize examples where individuals do OR do not self-regulate.	• I can represent scenarios where individuals do OR do not self-regulate.	• I can represent scenarios where individuals do AND do not self-regulate.	• I can propose influences on self-regulation.
	• I can recognize that all choices/decisions have consequences.	• I can explain the impact on self OR others, when individuals do OR do not self-regulate.	• I can explain the impact on self AND others, when individuals do AND do not self-regulate.	• I can reflect on my own self-regulation actions, and their impact on self AND others.
Comments				